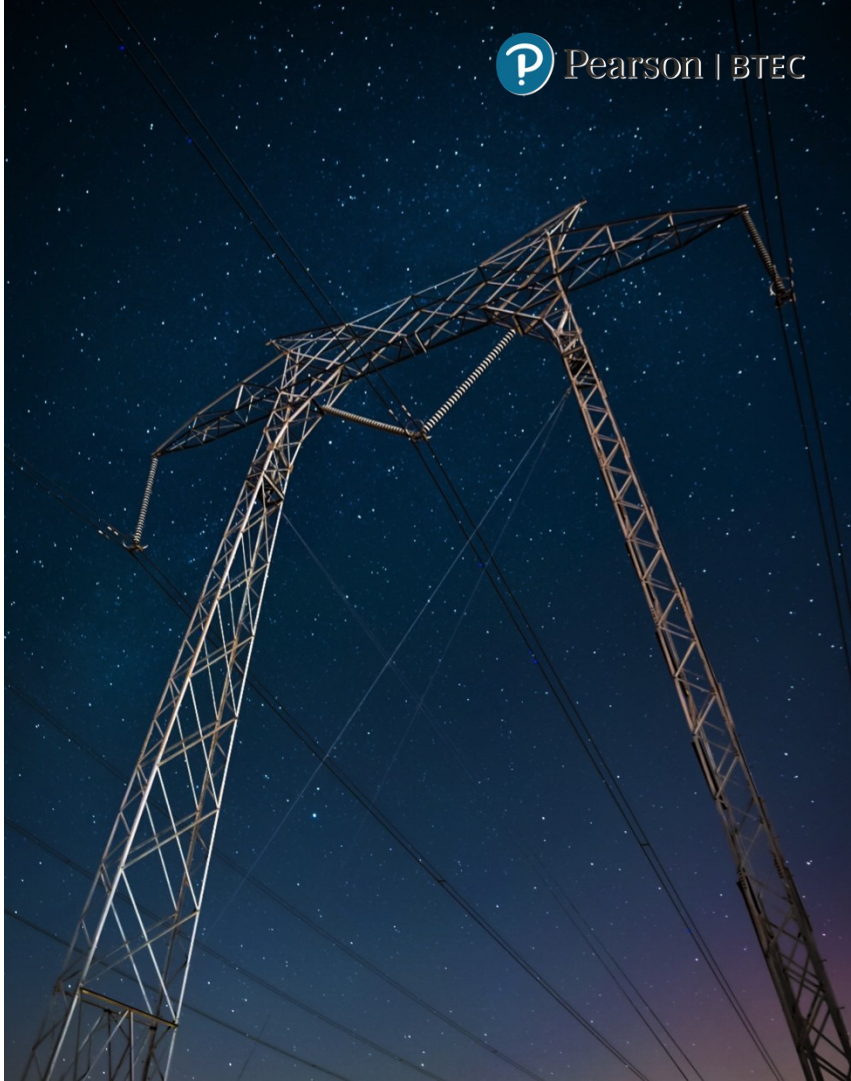
Example Assignment Brief

for assessment unit A1, A3, B3 or B4 in:

BTEC International Level 3 in Art and Design
BTEC International Level 3 in Creative Media

Energy



Pearson | BTEC

Energy

Guidance for teachers on using Example Assignment Briefs *(delete slide prior to handing out to learners)*

Example Assignment Briefs (EABs) are provided for use and guidance. They have been developed to provide realistic vocational scenarios as client briefs. The content demonstrates how briefs can be used for assignments for all or part of assessment units.

EABs can be adapted in any way to meet the needs of your learners and programme, however they must maintain the required features of an assignment for a BTEC qualification. Please see the Delivery Guide for this qualification for more information on setting and adapting assignments.

While this assignment can be used for delivery within assessment unit A1, A3, B3 or B4, learners must undertake different assignments for each assessment unit. The expectations in each assessment unit will also be different, for example:

- **A1:** the assignment would most likely be used to form part of the evidence for the unit, combined with evidence from other assignments.
- **A3:** as a unit dedicated to undertaking a focused creative project in response to an assignment brief, more time would be expected to exploring different ideas, developing work and presenting outcomes to meet the assignment brief.
- **B3 or B4:** the response itself is likely to be more extensive and fully resolved given the time allocated to the development of work towards the assignment and the depth of content being assessed through this unit.

You should ensure the following sections of this assignment brief are appropriate for your programme and learners, and adapt as necessary, for example:

- **Requirements:** to indicate the types of media and outcomes.
- **Requirements – detail:** to indicate the specific requirements for focused programmes, i.e. if the programme is fashion or games orientated, it would be advisable to set narrower outcome requirements.
- **Inspiration:** to use examples of sources relevant to the programme.
- **Guidance:** to indicate the specific expectations of how learners will develop and submit work. Additional deadlines can be included for different tasks within the assignment if needed.

Brief

Pearson | BTEC

Energy

Client
Enerycon

Context
Enerycon is an international research and development group who is focused on developing ways to address the problems that have resulted from the growth of the world's energy consumption.

Requirements
Produce a creative response to the theme 'Energy' to motivate members of the community to reduce their energy consumption.

Audience
The primary target audience is your own community.

Deadline
To be completed by assessor.

Resubmission deadline
To be completed by assessor.

Assessor
To be completed by assessor.

Pearson | BTEC

Energy

Enerycon: Global Energy Consumption Requirements – detail:

The use and cost of energy affects each of us every day. Many issues arise from our use of energy; greenhouse gas emissions, acid rain, climate change, dependency on depleting supplies of fossil fuels. The World Energy Council projects primary energy demand will triple by 2050.

You have been asked to produce a creative response to the theme ‘Energy’. Your creative response should be aimed at encouraging your community to reduce their energy consumption. Some starting points might include:

- a TV or radio product, e.g. advert, documentary or drama
- piece of artwork for an exhibition
- advertising or promotional material
- interactive product, e.g. app, game or website
- commercial design/product
- functional object
- fashion garment or accessory.

Note: you should agree your project ideas with your tutor to ensure they meet the assessment criteria

Pearson | BTEC

Energy

Client background

Value – We want to encourage communities to address the energy consumption crisis at a community level.

Our philosophy –We believe that significant change in the world's energy consumption can be brought about through every community taking small steps to cut back on its own energy consumption.
The result of every community making a small change could have the power to change the world forever and safeguard the future of the planet.

Focus - As a research and development group we are committed to support a range of initiatives that will address the problems that have resulted from the growth of the worlds energy consumption.

Pearson | BTEC

Energy

Inspiration:

Some tips on changing behaviour…
People who work in advertising and psychology have done lots of research to see what helps people positively change their behaviour e.g. to eat more healthily, to save money. Some things you could use in your idea, might be:

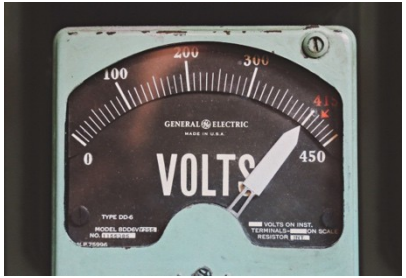
Loss aversion - people don't like to lose or waste something they've paid for or are entitled to. For example If you've already paid for energy in advance, you don't want to waste it.

Social norms - people like copying each other and doing what 's normal. We're more likely to do something if we think other people are doing it. So maybe you could show how other people are saving energy, or talk about what other people have already done.

Goal chunking - if a task is a big one, e.g., 'save energy' it can help people if you break it down into smaller chunks. So, giving people lots of bite-size tips on how they can save energy might be better than one big one.

Commitments - if people have made a promise to do something, especially a public one, they're more likely to stick to it. So maybe you could ask people to pledge to help save energy – and to put their name or photo on a website, or on a poster?

These are purely starting points to provide some inspiration and are not the expectation of outcomes.



Pearson | BTEC

Energy

Guidance overview

You will need to organise the structure of your project individually as part of your professional practice and problem solving.

The assessment criteria are not a series of tasks that are done separately. Each of the criteria are equally weighted, meaning they should be given equal importance in your project.

You will use a combination of skills that relate to the criteria together and repeatedly throughout the assignment.

The guidance slides of the assignment brief indicate how you should approach each of those skills and what types of

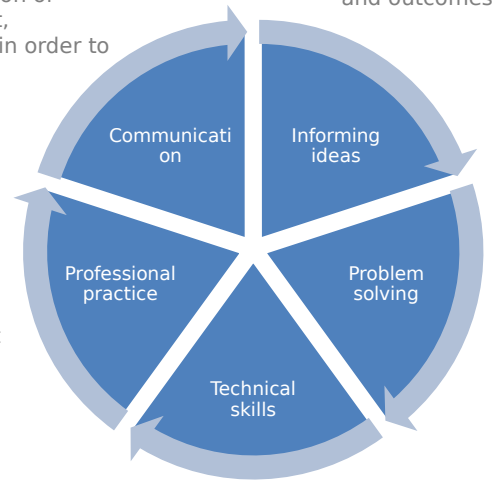
AC1: Informing ideas
Use skills for informing ideas for interpreting the brief and develop ideas and outcomes as they progress.

AC2: Problem solving
You will need to show problem solving throughout by engaging with the brief and its requirements. You can show this through evidence of ideas generation, experimentation, testing and reflection on the meaning, purpose function of your work.

AC3: Technical skills
Show technical skills throughout by exploiting the potential of media, materials, techniques and processes. In early stages of the project, this might be when investigating material opportunities. Later it would be in the outcomes or their presentation.

AC4: Professional practice
Show how you apply professionalism to your assignment through technical practice, project management and working safely.

AC5: Communication
Show skills in communicating the meaning, purpose and function of work, including development, outcomes and presentation, in order to engage the audience.



Pearson | BTEC

Energy

Informing ideas

You should inform you ideas at all stages of the assignment.
The ‘Energy’ brief offers a wide potential of starting points such as:

- How and why we consume energy
- The impact of consuming too much energy
- How to motivate people into action
- How to encourage people to adapt their behaviours

Primary and secondary methods for informing ideas:

- Interpret the brief – client, audience, requirements, purpose
- Research facts relating to energy consumption and the impact this has
- Explore existing creative work that has responded to the same of similar themes.
- Explore other creative work designed to motivate people or change behaviours
- Use of research to inform, improve and refine development, outcomes and presentation

Evidence could include:

- Initial intentions presentation - informed by research, explaining you plan to respond to the brief
- Blog, digital portfolio or sketchbook of iterative use of research to inform ideas for development, outcomes and presentation

Guidance

Pearson | BTEC

Energy

Problem solving

You should use problem solving at all stages of the assignment by testing, reviewing and reflecting on progress of:

- Interpreting the brief, client, audience, requirements, purpose
- Generating initial ideas
- Applying iterative stages in order to develop and refine ideas
- Exploring, testing and prototyping

Evidence could include:

Blog, digital portfolio and/or sketchbook with:

- Evidence of development and refinement
- Iterative testing
- Critical review and reflection

Guidance

Pearson | BTEC

Energy

Technical skills

You should use the most appropriate and effective technical skills throughout your project.

- Development of work:
    - exploring different materials, techniques and processes seeing what is the most useful
    - exploring the properties of testing and experimentation and making comparisons
- Production of outcomes

Evidence could include:

Blog, digital portfolio and/or sketchbook with:

- Initial intentions presentation – with early draft work and practical research into media, materials, techniques and processes.
- Series of experiments/tests or prototypes
- Final creative outcome

Guidance

Pearson | BTEC

Energy

Professional practice

You should apply professional practice when working on the assignment by:

- Identifying and using best practice associated with creative practice
    - self-direction and ownership of projects
    - keep things safe and manage risks.
- Applying project management:
    - breaking up the assignment into manageable parts
    - exploring ways of working efficiently.
- Setting actions and targets for meeting the brief:
    - organising resources
    - exploiting stages of the creative process.

Evidence could include:

Blog, digital portfolio and/or sketchbook with:

- Ongoing record of all stages of the creative process
- Submission on time of an organised portfolio
- Outcome(s) that show an understanding of related professional practices

Guidance

Pearson | BTEC

Energy

Communication

You should use communication skills throughout the project by:

- Considering the client and audience needs
- Working to ensure the meaning, message and impact are clear
- Using visual language and creative forms of communication

Communication opportunities:

- Expressing clear intentions at an early stage by aligning work with the audience and purpose of the brief
- Using testing and review to reflect on the quality of how the work communicates
- Producing prototypes and outcomes that clearly communicate the requirements of the brief
- Working with others and presenting intentions

Evidence could include:

Blog or digital portfolio with:

- Initial intentions presentation – personal communication
- Ongoing record of all stages of the creative process
- Series of experiments/tests or prototypes
- Final creative outcome
- Reflection on stages of development with explanation of choices in relation to the assignment

Pearson | BTEC

Energy

In order to be awarded a qualification, learners must achieve a minimum of Pass in all criteria for all assessment units.

Assessment criteria	U Limited/insufficient	Pass Generally competent/adequate	Merit Clear/effective	Distinction Accomplished/thorough
AC1: **Informing ideas**	Limited or inappropriate research and investigation. Information has not been used to inform ideas or understanding.	Generally competent research and investigation used to interpret briefs, develop ideas for work and inform plans for progression, showing adequate understanding of industry and the work of others.	Effective research and investigation skills used to interpret briefs, develop ideas for work and inform plans for progression, showing a clear understanding of industry and the work of others.	Accomplished research, investigation and critical analysis skills used to interpret briefs, develop ideas for work and inform plans for progression, showing a thorough understanding of industry and the work of others.
AC2: **Problem solving**	Lack of clarity in use of problem-solving processes. Work does not progress coherently through appropriate stages of development in order to find solutions.	Generally competent use of development process showing sufficient ideas generation, experimentation and review to find solutions.	Sound use of ideas generation, experimentation, testing and review. Clear and consistent reflection on work showing emerging awareness of how solutions relate to intended meaning, purpose and function.	Thorough engagement and confident application of ideas generation, experimentation, testing and review used to make considered choices. Sustained use of reflection to develop a critical understanding of how solutions align with the intended meaning, purpose and function of work.
AC3: **Technical skill**	Limited or inappropriate evidence, work does not show a minimum level of precision or competence with media, materials, techniques and processes.	Generally competent selection and manipulation of appropriate media, materials, techniques and processes to produce work that shows some awareness of impact in outcomes.	Effective selection and application of media, materials, techniques and processes, with a clear awareness of their effect on communication through outcomes. Mostly consistent technical competence shown through development and execution.	Accomplished selection and skilful application of media, materials, techniques and processes, showing thorough understanding of their impact on outcomes and ability to exploit them to meet intentions. Technical competence sustained throughout development and execution.
AC4: **Professional practice**	Limited understanding and use of professional practice skills, behaviours and approaches to working.	Adequate exploration and use of some professional practice skills, behaviours and approaches to working.	Clear understanding and application of professional practice skills, behaviours and approaches used effectively to manage and inform projects.	Thorough understanding and application of accomplished professional practice skills, behaviours and approaches used in a sustained and considered way to manage and inform projects.
AC5: **Communica-tion**	Lack of clarity seen in outcomes in relation to intentions and audience. Limited use of appropriate presentation conventions.	Generally competent communication of meaning, purpose and function of work in relation to intentions and audience. Appropriate use of presentation methods, formats and conventions.	Effective communication of meaning, purpose and function of work in relation to intentions and audience. Clear understanding and use of effective presentation methods, formats and conventions used to reflect qualities and engage the audience.	Fluent and imaginative communication of meaning, purpose and function of work in relation to intentions and audience. Thorough understanding and skilful use of presentation methods, formats and conventions applied in a highly considered way to enhance qualities of work and engage the audience.